DOCUMENT RESUME

ED 150 888 FL 009 306

TITLE English Language Teaching Profile: Cyprus.
INSTITUTION British Council, London (England). English-Teaching Information Centre.
PUB DATE Nov 77
NOTE 6p.; For related document, see FL 009 231

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Educational Finance; *Educational Policy; *Elementary Secondary Education; *English (Second Language); *Higher Education; Instructional Materials; *Language Instruction; Language of Instruction; *Language Role; Language Teachers; Language Usage; Second Language Learning; Teacher Education
IDENTIFIERS Cypriots (Turkish); *Cyprus

ABSTRACT

This profile in outline form of the English language teaching situation in Cyprus discusses the role of English within the Turkish Cypriot community and within the educational system. Areas covered include English language requirements and English within the curriculum, teaching personnel, instructional materials, English outside the educational system, and British and American support for the teaching of English. A general statement of the strengths and weaknesses of English language teaching in Cyprus concludes the document. (CLK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED150888

ENGLISH LANGUAGE TEACHING PROFILE November 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
ETIC
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Country: CYPRUS

Turkish Cypriots

1. Role of English

1.1 With its British Colonial history Cyprus has a large residue of people conversant with English. Nevertheless, after Independence the minority Turkish Cypriots were increasingly removed from the mainstream of constitutional, international Cypriot life and consequently from the influence of and orientation towards the English language. Even the considerable presence of retired British people in the North (Turkish controlled area) fails to divert one's attention from the noticeably less extensive use and knowledge of English than is the case in the South.

1.2 English is still a key to much advancement, though any given individual is more likely to be prevented by financial than by linguistic constraints from studying overseas. Most senior posts in the Turkish Cypriot Administration are held by people with a good command of English, but ignorance of the language is not actually a bar to promotion.

1.3 There is a widespread but arguable opinion that English will at first be the primary language of official communication between the two communities when some kind of settlement is eventually achieved.

1.4 Turk Maarif Koleji (formerly Turkish English College): This school is nominally English-medium, and at one time had a large proportion of British teachers. These are now only 4, and the extent of the use of English as the medium of instruction is reduced because of the administrative requirements of the school: it is expected to prepare students for 'O' level, but also for the normal Turkish exams and the lycée leaving certificate. Even in one subject the syllabi for these different requirements are different, and students end up studying 13 'subjects' in form 5. The intolerability of this situation is softened only by the denied but widespread use of Turkish in the classrooms. Since some of the classes have recently held more than 50 students, the average ability in English language of the average student should not be overestimated.

2. English within the Educational System

2.1 The Turkish Office of Education makes the following provision for English in the public institutions:

2.1.1 Primary schools:
English is taught only in the final years. The allocations are:

1- and 2-teacher schools (over 100 of these): 80 mins per week
others: 120 mins per week

FL009306

2.1.2 Ortaokuls (Middle schools, 3 years):
All classes have an average of 7 x 40 mins per week.

2.1.3 Lycees (Secondary Schools, 3 years):
All classes have an average of 7 x 40 mins per week.

2.1.4 Technical schools:
An average of 4 x 40 mins per week.

2.1.5 Turkish Teachers Training College:

1st and 2nd year,	all students:	3 hours per week
3rd year,	all students:	2 hours per week
	English specialists:	4 hours per week

2.1.6 Evening Institutes:
There are only 3 small ones. They usually have one class for FCE and one for 'O' level.

2.2 Little English Literature is taught in the Turkish Lycees which prepare a very small number of students for the First Cambridge Certificate in English. The study of the set books for this examination can hardly be described as serious Literature teaching.

2.3 Examinations:
There are no serious public examinations in English.

2.4 English for advancement:

2.4.1 English is not required for admission into the Ortaokuls.

2.4.2 In the final diploma examination of the Lycees, English is not a required subject (Many students prefer to take options such as Logic, Philosophy, Sociology or History of Art, which are far less demanding in terms of school time, and far easier to pass). Holders of the diploma are eligible to compete for entrance into Turkish universities. A few British Universities accept it too, but there seems to be little doubt that its standard is not even that of the Greek Cypriot Gymnasium Leaving Certificate, which is accepted as the equivalent of 'O' level in all subjects except English.

2.4.3 The Turkish Office of Education has its own examination in English which it encourages Lycée students to take. It is a public examination taken mainly by school children, and success in it assists applicants seeking posts in Government service. It is doubtful whether it is really of the same standard as the Cambridge First Certificate in English but it is modelled on this examination. An oral component was added in 1972.

2.5 Responsibility for syllabuses and choice of textbooks: Consultation takes place, but textbooks for primary, middle and secondary levels are prescribed by the Inspectors of English. Some choice is allowed, usually on an "either/or" basis. Syllabuses are almost always based on the textbook chosen.

2.6 The Inspectorate:
The two Inspectors of English are responsible for both primary and secondary English. At the primary level they have the support of five

general Inspectors, none of whom is a specialist. At the secondary level there are 115 secondary teachers and the problems involved in arranging adequate supervision are considerable.

3. Teaching Cadre

Teachers are paid according to their post, not their abilities or qualifications. Primary and secondary teachers are breeds apart, and the ambitions of the former centre around becoming one of the latter. They rarely manage it.

3.1 Primary schools:
All teachers are Cypriot and products of the Turkish Teacher Training College, ex-Nicosia now at Kyrenia (3-year course), or the defunct mixed-community college at Morphou (2-year course). Primary teachers most especially (because of the likelihood of their being posted to one of the many 1- or 2- teacher schools) are caught in the vicious circle of lack of English in the community ⟶ poorer English in schools ⟶ poorer English of Turkish Teachers Training College students ⟶ poorer English taught in schools.

4. Teaching Materials

4.1 There are no serious shortages of textbooks but lack of funds make the introduction of new book difficult. Almost no Turkish primary school, and not even all the secondary schools have audio equipment - a severely limiting factor.

4.2 There is uniformity of teaching materials except in the Technical and Commercial Lycee classes.

4.3 The textbooks most widely used are:

Primary	Dolphin English Course (W R Lee)
Orta	My English Reading Book (W R Lee) Plays and Stories (G C Thornley) Elementary Composition Pieces (L A Hill) English Composition Lessons (L R H Chapman)
Lycee	Success with English (G Broughton) Living English Structure (W S Allen) Elementary Comprehension Pieces (L A Hill) Read, Think, Answer (G Green)

Supporting practice materials and more specialised materials for controlled writing, aural comprehension etc are recommended for senior secondary classes. All classes have supplementary reading materials.

5. English outside the Educational System

There is virtually none.

6. British Support for ELT

6.1 6.1.1 No Council ELT staff involved.

6.1.2 2 CEC (SP6) Council-recruited teachers at Turk Maarif Koleji (cf 1.4).
1 TCO (HE4) Council-recruited lecturer/ Consultant at Turkish Teachers Training College.

6.1.3 No VSO's or volunteers.

6.1.4 No other British staff.

6.2 The TCO should be a key man, but he is hampered in his work by the constraints of the system and lack of money.

6.3 2 direct teachers, 1 consultant.

6.4 There have been no special activities recently.

6.5 The textbooks are entirely British. ODM BPP presentations have been made to the Turk Maarif Koleji, Teachers Training College and Mobile Library.

7. American Support for ELT

None.

8. General Statement

8.1 Strengths:

8.1.1 The presence of 2 eager and conscientious Inspectors of English.

8.1.2 An adequate allocation of time to the subject at secondary level (but not in technical schools).

8.1.3 The teaching of English from primary Class Five.

8.1.4 The existence of an English examination organised and recognised by the Turkish Office of Education (EETOE) and the recent addition of an oral component to this examination.

8.1.5 The introduction of new language textbooks at both levels.

8.1.6 The setting up of an In-Service Training Section at the Turkish Office of Education.

8.2 Weaknesses:

8.2.1 Too few adequately qualified staff at the secondary level, leading to a poor level of teaching in many classes.

8.2.2 Inadequate supervision at both levels.

8.2.3 The excessive amount of testing at the secondary level.

8.2.4 Inadequate audio equipment in the secondary schools. It is almost totally absent in primary schools.

8.2.5 Inadequate instruction in one and two teacher schools at the primary level.

8.2.6 Lack of aims and objectives.

8.2.7 Lack of incentive.

8.2.8 Overall inadequate finance.

8.2.9 Lack of facilities for contact English outside schools.

8.2.10 The vicious circle of poor output from the Lycées entering the Primary Teacher Training College, then going to the Primary teaching force.

If this Profile is more than a year old further up-to-date information may be found in ETIC Archives.